

Browick Road Primary and Nursery School

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium (and Recovery Premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium Strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of Pupil Premium had within our school.

School overview

Detail	Data
School name	Browick Road Primary and Nursery School
Number of pupils in school	224 (+35 Nursery)
Proportion (%) of Pupil Premium eligible pupils	16.5%
Academic year/years that our current Pupil Premium Strategy Plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Helen Laflin Headteacher
Pupil Premium Lead	Nic Barber
Governor Lead	Richard Goodenough

Funding overview 2023/24

Detail	Amount
Pupil Premium funding allocation this academic year	£56,554
Recovery Premium funding allocation this academic year	£4,640
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£35,313
Total budget for this academic year	£96,507

Part A: Pupil Premium Strategy Plan

Statement of intent

The focus of our strategy is to give every pupil in our school the opportunity to succeed. By promoting an ethos of attainment for all pupils, we aim to ensure that every child makes good progress in their learning, regardless of their background or current situation. As a school, we want to address the underlying inequalities between pupils, as far as possible.

A focus on high-quality teaching is central to our strategy. We monitor the progress and attainment of each pupil closely and discuss the best way forward to support them to make good progress. Teachers use data from assessments to identify pupils' learning needs and review progress. Individual support is provided for specific learning needs and group support for pupils with similar needs. Well-trained staff are deployed to support disadvantaged pupils. We plan targeted support, in the form of tutoring, for small groups of children; including tutoring for children who are working above the expectations for their year group.

Being aware of the impact that the language gap has on disadvantaged pupils, we prioritise the development of language skills in the Early Years. The Wellcomm screening check and intervention programme is used effectively in Reception with targeted groups of children to improve early language and literacy skills. Children's speech sound production is also checked and weekly support is put in place by our specialist teaching assistant in school.

The children's wellbeing is given a high priority and an Emotional Literacy Support Assistant (ELSA) team is employed to support children to work through situations in their life, which may affect their learning. We provide strong social and emotional support, including working in partnership with families to collectively ensure pupils' success. We have identified a need across the school for nurture support to ensure children have the right foundations in place to access learning. From 2024, we plan to employ a Nurture Assistant with responsibility for our Pupil Premium pupils. They will assist with the provision of support for individual students from the Pupil Premium cohort, helping them to overcome barriers to learning, in order for them to achieve their potential. A vital aspect of the role is to work with other school staff to raise academic progress and develop character and self-esteem.

We believe that all pupils should experience a range of enrichment and extra-curricular activities, including residential visits. Pupil Premium funding is used to enable disadvantaged pupils to take part in valuable learning opportunities that they may otherwise not have, including learning to play an instrument.

Our ultimate aim is that our use of the Pupil Premium will make a significant impact on the education and lives of our pupils.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Speech and language skills</p> <p>Assessments indicate that many Pupil Premium children have underdeveloped oral language skills and gaps in their vocabulary. This is evident from the Early Years through to KS2.</p>
2	<p>Reading and phonic skills</p> <p>Assessments show that Pupil Premium children, in particular, find learning and applying their phonic skills challenging.</p>
3	<p>Reading and comprehension</p> <p>Assessments show that our Pupil Premium children are more likely to have a slower reading speed and find comprehending texts more challenging than their peers.</p>
4	<p>Parental engagement</p> <p>Parents can find it challenging to know how to best support their child with their learning, even if they are keen to do so.</p>
5	<p>Self-confidence/resilience</p> <p>Through discussions at pupil progress meetings and conversations with parents, it is clear that several of our Pupil Premium children lack the skills necessary to make them successful and resilient learners.</p>
6	<p>Attendance</p> <p>In the academic year 2021-2022, the average attendance for Pupil Premium children was 93.55% and for non-Pupil Premium children it was 94.73%</p> <p>In the academic year 2022-2023, the average attendance for Pupil Premium children was 94.26% and for non-Pupil Premium children it was 95.49%</p> <p>The attendance gap between the Pupil Premium and non-Pupil Premium children remains consistently small over time. Although most of our children have good attendance, there are some children for whom poor attendance impacts on their learning.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved speech and language skills	Assessments of children taking part in the Wellcomm programme will show good progress.

	Assessments of children being supported by a specialist speech and language teaching assistant will show good progress. Vocabulary taught explicitly in lessons across the curriculum will be used in pupils' written work.
Improved reading and phonic skills in Early Years and KS1	Assessments of children taking part in the Read, Write Inc. programme will show good progress from their starting points. By the end of KS1, pupils will have made good progress in reading from their starting points.
Improved reading and comprehension skills in KS2	At least 70% of disadvantaged pupils will be at the expected standard by the end of KS2 in 2023/24.
To improve parental engagement	Parents will be more confident to support their children's learning outside school.
To improve self-confidence and resilience in all learners	Children will be confident and resilient learners with good wellbeing. <ul style="list-style-type: none"> • Data from ELSA sessions • Pupil voice • Feedback from parents and teachers
To improve and sustain good attendance for all pupils	Attendance of Pupil Premium children will be at least as good as the attendance of non-Pupil Premium children.

Activity in this academic year

This details how we intend to spend our Pupil Premium (and Recovery Premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk for Writing approach – training for teachers and TAs to ensure the approach is delivered effectively.	EEF Oral language interventions +7 months progress over the course of a year Very high impact for very low cost based on extensive evidence.	1, 3
Read Write Inc. phonics programme – training for teachers and TAs	EEF Phonics +5 months progress over the course of a year	2, 4

	High impact for very low cost based on very extensive evidence.	
Wellbeing project Senior Mental Health Lead training	EEF Social & emotional learning +4 months progress over the course of a year Moderate impact for moderate cost based on extensive evidence.	1, 4, 5
Small group tuition in Years 5 and 6	EEF Small group tuition +4 months progress over the course of a year Moderate impact for low cost based on moderate evidence. EEF Reading comprehension strategies +6 months progress over the course of a year Very high impact for very low cost based on extensive evidence.	3, 5
Letterbox parcels from Book Trust Parent workshops	EEF Parental engagement +4 months progress over the course of a year Moderate impact for very low cost based on extensive evidence.	1, 2, 3, 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £43,218

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring	EEF Small group tutoring +4 months progress over the course of a year “Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.”	1, 2, 4
Wellcom intervention programme for Reception	EEF Oral language interventions +6 months progress over the course of a year Very high impact for very low cost based on extensive evidence.	1

Read Write Inc. phonics interventions	EEF Teaching assistant interventions +4 months progress over the course of a year Moderate impact for moderate cost based on moderate evidence.	2, 4
Structured interventions	As well as RWI Phonics Catch Up and Fresh Start, Wellcomm and precision teaching, the school provides same day or next day intervention for all pupils who need this.	1, 2, 3, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,289

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest Schools, ELSA, Nurture, enrichment days, trips etc (3 new ELSA assistants will be in place from February 2024)	EEF Social and emotional learning +4 months progress over the course of a year Moderate impact for moderate cost based on extensive evidence.	4, 5
Supportive attendance meetings Attendance incentives Breakfast Club (Kaleidoscope)	To improve attendance for children who are missing out on vital learning due to poor attendance.	6
TLR	To champion Pupil Premium children, making sure that they make the best possible progress in school and are a high priority in every class.	1-6
Nurture assistant with specific responsibility for some Pupil Premium pupils (from 2024)	EEF Social and emotional learning +4 months progress over the course of a year Moderate impact for moderate cost based on extensive evidence.	1, 5

Total budgeted cost: £96,507

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy outcomes

This details the impact that our Pupil Premium activity had on pupils in the 2022-2023 academic year.

Talk for Writing has been effectively established across the school and vocabulary is explicitly taught and embedded within lessons. This has had an impact on children's use of vocabulary in writing and in their reading comprehension. The CUSP curriculum has been implemented in Humanities, Art, D&T and Science. This uses evidence-based research on learning to build on children's existing knowledge. Key skills and vocabulary are explicitly taught using dual coding (words and pictures) and revisited in teaching units. This has helped children to chunk information together and close the vocabulary gap.

In EYFS, our assessments of early language skills with pupils who had completed the Wellcomm language intervention and other language activities based on the Nuffield Early Language Intervention (NELI) programme, indicated that all disadvantaged children made progress. By the end of the 6-month intervention programme, all disadvantaged children made progress to age-appropriate language skills of between 18 and 36 percentile points. Some children were also supported by a specialist teaching assistant from the SRB to develop speech sounds and communication skills.

Children in the school's SRB were well supported by the team to make good progress in achieving their targets and reintegrate into their mainstream school.

Our phonic assessments in EYFS and KS1 have shown that individual interventions have had a positive impact on disadvantaged pupils' progress within the Read Write Inc. programme. In KS1, Pupil Premium pupils made good progress: 67% in Year 1 passed the phonics screening check and, in Year 2, 50% passed who retook the check. All Year 1 and Year 2 Pupil Premium pupils made excellent progress from the previous year.

The school continued to receive external support and monitoring to implement the Read Write Inc. programme successfully. In KS1 SATs, 100% of Pupil Premium pupils made expected progress in reading from EYFS.

The value of small group tuition and its impact was evident in our KS2 SATs results: 87.5% of the children reached the expected standard in the KS2 reading SAT. 100% of children made at least expected progress. 71% of disadvantaged pupils were at the expected standard in reading at the end of KS2. Regular reading speed checks showed an improvement for all children.

Following the lifting of Covid-19 restrictions, parents have been able to come in to school for events and workshops such as reading cafes, SATs meetings and performances. Effective communication also continued, using online learning platforms, the school website, letters and emails. Pre-programme surveys indicated that parents felt more confident reading with their child than doing maths. 68% of disadvantaged pupils attended a funded club in the academic

year 2022-2023 with several children representing the school at competitions. 29% of KS2 children received financial support for music lessons and were able to take part in an end-of-year concert.

Children in KS1 and KS2 received support from an Emotional Literacy Support Assistant and worked on specific objectives enabling them to better focus on their learning at school. Three new ELSAs are currently being trained and will be able to support children in school from early 2024.

Attendance for the whole school was slightly higher in the academic year 2022-2023 than the previous year for all groups including those eligible for Pupil Premium. 18.92% of Pupil Premium children had attendance less than 90%; (This dropped to 11% at below 89% attendance). Supportive attendance meetings have taken place with these families, with solutions such as attendance at our breakfast club and holiday club being offered to families, where appropriate. Where taken up, this has helped to improve attendance. In a very small minority of cases, where support has been declined and attendance continues to be a concern, the school has progressed to the Fast Track process.

Externally provided programmes

Programme	Provider
Talk for Writing	Pie Corbett/Talk for Writing Team
Read Write Inc.	Ruth Miskin/OUP/Wensum Hub
ELSA	Norfolk County Council

Service Pupil Premium funding

Measure	Details
How did you spend your Service Pupil Premium allocation last academic year?	The Service Pupil Premium was used for extra reading and maths teaching for a pupil whose parents are ex-forces.
What was the impact of that spending on Service Pupil Premium eligible pupils?	Achieved the expected standard in reading and maths.